



SC Annual School Report Card Summary

Sue Cleveland Elementary
Greenville

Grades: PK-5

Enrollment: 587

Principal: Virginia K. Chambers

Superintendent: Dr. Phinnize J. Fisher

Board Chair: Megan Hickerson

PERFORMANCE

Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on www.ed.sc.gov and www.eoc.sc.gov as well as school and school district websites. Printed versions are available from school districts upon request.

YEAR	ABSOLUTE RATING	GROWTH RATING	PALMETTO GOLD AND SILVER AWARD		AYP STATUS	NCLB IMPROVEMENT STATUS
			General Performance	Closing the Gap		
2009	Good	Average	TBD	TBD	Met	CSI-DELAY
2008	Average	At-Risk	N/A	N/A	Not Met	CSI
2007	Average	Below Average	N/A	N/A	Not Met	NI-HOLD

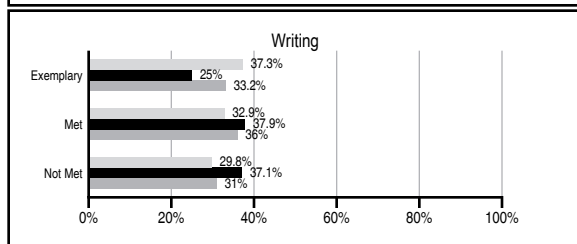
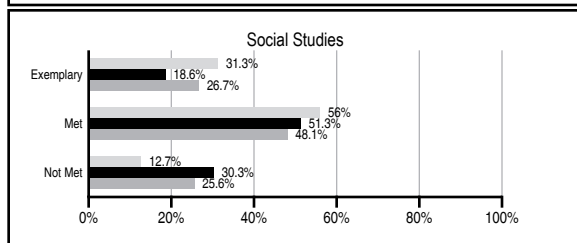
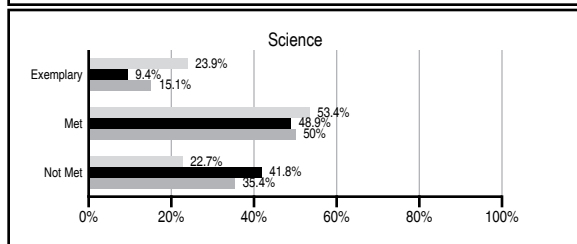
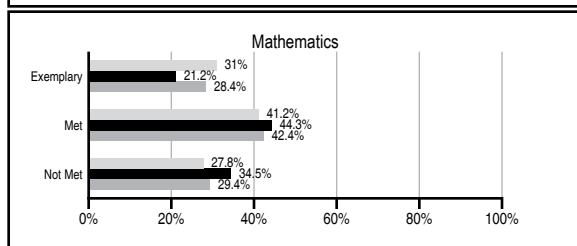
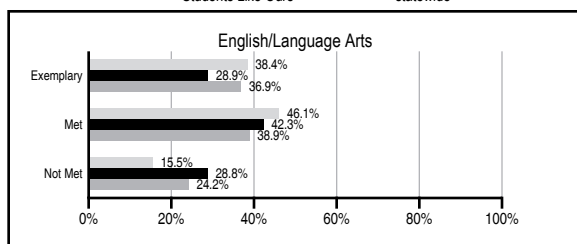
ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
0	5	88	21	1

* Ratings are calculated with data available by 06/01/2010. Schools with Students Like Ours are Elementary Schools with Poverty Indices of no more than 5% above or below the index for this school.

PASS PERFORMANCE

Our School Elementary Schools with Students Like Ours Elementary schools statewide



NAEP PERFORMANCE*

* Performance reported for SC and nation, data not available at school level. Percentages at NAEP Achievement Levels.

READING – GRADE 4 (2007)

South Carolina	41	33	20	5
Nation	34	34	24	7
% Below Basic % Basic, Proficient, and Advanced				
Below Basic Basic Proficient Advanced				

MATH – GRADE 4 (2007)

South Carolina	20	44	31	5
Nation	19	43	33	5
% Below Basic % Basic, Proficient, and Advanced				
Below Basic Basic Proficient Advanced				

SCIENCE – GRADE 4 (2005)

South Carolina	36	39	23	2
Nation	34	39	25	2
% Below Basic % Basic, Proficient, and Advanced				
Below Basic Basic Proficient Advanced				

SC PERFORMANCE GOAL

2010 Goal:

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

2020 Vision:

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Abbreviations Key

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample TBD To be determined

NI Newly Identified CSI Continuing School Improvement CA Corrective Action RP Plan to Restructure R Restructure DELAY School Improvement Status HOLD School Improvement Status

Sue Cleveland Elementary [Greenville]

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=587)				
Retention rate	3.4%	Down from 4.5%	2.6%	1.9%
Attendance rate	96.1%	Down from 96.3%	96.1%	96.3%
Eligible for gifted and talented	13.0%	Up from 11.1%	6.9%	10.0%
With disabilities other than speech	8.7%	Up from 8.4%	9.2%	7.7%
Older than usual for grade	0.6%	Down from 1.2%	0.7%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=44)				
Teachers with advanced degrees	29.5%	Up from 26.2%	57.1%	59.4%
Continuing contract teachers	81.8%	Up from 64.3%	78.1%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	89.5%	Up from 85.7%	85.1%	85.9%
Teacher attendance rate	96.3%	Up from 94.2%	95.0%	95.1%
Average teacher salary*	\$40,502	Up 4.8%	\$46,324	\$47,149
Classes not taught by highly qualified teachers	0.0%	No Change	0.0%	0.0%
Professional development days/teacher	14.6 days	Up from 10.4 days	12.2 days	11.1 days
School				
Principal's years at school	13.0	Up from 12.0	4.0	4.0
Student-teacher ratio in core subjects	19.4 to 1	Up from 18.5 to 1	18.4 to 1	18.8 to 1
Prime instructional time	91.9%	Up from 89.8%	90.0%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.7%	Up from 99.6%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,793	Up 5.4%	\$7,671	\$7,458
Percent of expenditures for instruction**	67.6%	Up from 67.0%	68.3%	68.8%
Percent of expenditures for teacher salaries**	63.5%	Up from 59.0%	62.3%	63.2%
% of AYP objectives met	100.0%	Up from 90.5%	100.0%	100.0%

* Length of contract = 185+ days.

** Prior year audited financial data available.

EVALUATION RESULTS

	Teachers	Students*	Parents*
Number of surveys returned	37	74	49
Percent satisfied with learning environment	100.0%	91.9%	89.8%
Percent satisfied with social and physical environment	100.0%	94.6%	89.6%
Percent satisfied with school-home relations	73.0%	89.2%	85.4%

*Only students at the highest elementary school grade level at this school and their parents were included.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The 2008-09 school year was exciting and successful. The focus continued to be implementing the "Malcolm Baldrige Model" for continuous improvement, becoming a data driven school, improving student achievement, and creating professional learning communities. Under the Baldrige Model, students developed academic and personal goals for each nine weeks using fall assessments. After goals were set, action plans were written under the guidance of an adult mentor: principal, counselor, teacher, or parent. The students track their progress in a data notebook. The new initiative for our school was implementing the Response to Intervention Model school-wide. Teachers were trained to implement research-based reading intervention programs (Soar, Early Success, Early Reading Intervention) to improve student achievement in reading at all grade levels. Teachers also implemented additional math intervention using Math Out of the Box. Programs operated five days a week. Students were monitored using 11 and 15 day probes. Teachers met with the leadership team to discuss student progress and made decisions regarding next steps for students. Quarterly evaluations were completed by the collaborative teams to assure that all students were being challenged. Students attended the computer lab weekly to participate in a program entitled Compass Learning that addressed their needs from MAP results. Teachers continued to teach Essential Questions in science and social studies for the purpose of creating activities that are more aligned with state standards. Additional programs used as intervention for some students were SRA Number Worlds, Rhyme Time Math, and Larsen's Math. Other opportunities provided are the after-school tutorial programs for grades three through five, summer school programs for kindergarten through second grade, and a special five-week program for "bubble students." (Students who score within the ten point range of being proficient or advanced on MAP.) Another five-week program targeted special needs students in grades three through five. All programs were well received and supported by our parents. This year the school performed a play, The Chocolate Factory, which involved many of our students, teachers, and parents. It was a huge success! All three performances were sold out. The major barrier continued to be our transient student population. Our faculty and staff continued to create a positive and stable learning environment. The school's previous awards were the "Red Carpet Award" for a welcoming atmosphere and the "Exemplary Writing Award". The school also won the "Strong Communities and School Award" for continued service learning projects and community programs such as "Building Dreams" and "Chat with a Family Advocate." We have continued as a Title One School, which provides additional instructional assistance to children in reading and math; reduced class size in grades two, three, and four; and a reading teacher and part time math teacher. We continue to experience a sense of accomplishment because our students make greater gains each year.

Virginia K. Chambers, Principal
Dorothy Tesnear, SIC Chair

Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on www.ed.sc.gov and www.eoc.sc.gov as well as school and school district websites.

Printed versions are available from school districts upon request.

Abbreviations Key

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample TBD To be determined

NI Newly Identified CSI Continuing School Improvement CA Corrective Action RP Plan to Restructure R Restructure DELAY School Improvement Status HOLD School Improvement Status